SUBJECT INDEX Volume 9

A

Adult education, in workplace education program, 68
Affective domain model, in staff development program, 127
American Nurses Credentialing Center (editorial), 117
Attitude, computerization and, 35

C

Career mobility program, 218
Centralized services, 20
Certification examination, for nursing staff development and continuing educators (editorial), 117
Clinical judgment, career mobility program and, 218
Competency, in quality assurance, assessment and improvement, 136
Competency-based education, for medical/surgical nursing, 236
Competency program
  on nursing productivity, 78
  three tier, 283
Competency validation
  credentialing vs. (Focus), 157
  for float staff (Focus), 246
Computer-assisted independent study (Focus), 287
Computerization, nurses and, 35
Continuing education
  as benefit for recruitment and retention of nurses, 193
  evaluation instrument for, 184
  policy and budgets in planning for, 88
Continuing education department, hospital-based, Myers Briggs concepts in development of, 8
Credentialing, competency versus (Focus), 157
Critical care program, collaborative, 63
Critical pathways
  (editorial), 61
  nurse educator in, 227
Critical thinking, career mobility program and, 218
Cultural sensitivity, in nursing care, 262

D

Data management (Getting Started), 44, 202
Decentralization
  nurse educator and, 20
  of staff development department in home care, 240
Decision making, delegation of, 131
Delphi model, Australian, of staff development research priorities, 141
Diabetes Education Program on Wheels, 122
Dominance profile, computerization and, 35

E

Education games, 274
Emergency department triage, 223
Erratum, Book Reviews, 102
Evaluation instrument
  for continuing nursing education, 184
  for instructional materials, 196
  for preceptor selection and evaluation, 188
Evaluation research, 148
Externship, nursing, 118

F

Fiscal considerations, in support for continuing education, 88
Five-minute teaching series (Focus), 199
Float staff, competency validation for (Focus), 246

G

Game(s)
  in nursing staff development, 274
  Renal Jeopardy (Focus), 41

H

Hazardous materials, mandatory education program on, 200
Healthcare reform, nursing summit on (editorial), 173
Home care, decentralization of staff development department in, 240

I

Instruction materials, systematic approach to selection and evaluation of, 196
Internship, nurse, 24

J

Job satisfaction, of hospital nurses, 179
Johns Hopkins Hospital conceptual framework, for orientation program, 174
Joint Commission for Accreditation of Healthcare Organizations, Agenda for Change (Focus), 243

K

Kramer's concept reality shock theory (Focus), 155

L

Learning style, computerization and, 35

M

Medical/surgical nursing, core competencies for, 236
Myers-Briggs Personality Trait Inventory, in developing a continuing education department, 8

N

Negotiation model, for nurse manager, 14
Novice educator, orientation program for, 75
Nurse internship, 24
Nurse manager, negotiation skills model for, 14
Nursing Assessment Decision Grid, 131
Nursing process, two-level approach to, 230
Nursing summit (editorial), 173

O

Off-shift educator (Focus), 40
Orientation program
  conceptual framework in planning and implementation of, 174
  for inexperienced nurse educator, 75
  self-study, 85

P

Pamphlet design, in five-minute teaching series (Focus), 199
Patient education, preoperative, 278
Patient Information Booklet, 278
Personnel, emergency department triage, 223
Preceptor, selection and evaluation of, 188
Preoperative teaching, for patient, 278
Productivity, competency-based targeted staff development and, 78

Q

Quality assessment and improvement competency, 136

R

Record keeping (Getting Started), 44
Recruitment, proactive versus reactive strategies for, 193
Renal Jeopardy learning game (Focus), 41
Research
  Australian Delphi survey of priorities in, 141
  evaluation, 148
  (Perspectives), 290
  utilization of, 28
Research committee, hospital-based, 270
Retention strategies, 193
Role efficacy, of hospital nurses, 179

S

Safety training, 266
Self-study orientation program, 85
Skin integrity program (Focus), 93

T

Team teaching, on evening and night shifts (Focus), 287
Train-the-trainer model, for hospital-wide safety training, 266
Triage, emergency department, 223

V

Visiting Nurse Association, 240

W

Word processing (Getting Started), 202
Workplace education program, 68
Writing, for publication, book review as (editorial), 7

AUTHOR INDEX
Volume 9

A
Allen, RV, 118
Allison, S, 278
Angelucci, D, 270
Aulbach, RK, 63

B
Baker, G, 63
Bartu, A, 141
Bechtel, GA, 218
Bell, LF, 8
Bonheur, B, 122
Bostrom, J, 28
Buszta, C, 236

C
Cannon, ME, 14
Carty, S, 35
Chapin, J, 236
Conedera, F, 8
Conger, MM, 131
Crosby, F, 136
Cummings, H, 118

D
de Santis, AT, 88
Discenza, DJ, 196

E
Ellis, C, 127
Estey, A, 278

F
Finnick, M, 136
Franklin, EM, 75

G
Gay, G, 262
Gessner, BA, 88
Gilson, M, 8
Gordon, BN, 75
Gronseth, D, 218

H
Hallisey, L, 63
Hamilton, GA, 148
Hardway, D, 122
Hartline, C, 188
Henderson, CM, 193
Hoffman, J, 35
Hoffmanns, K, 63
Hughes, RB, 118

J
James, LA, 85
Johnson, M, 63

K
Kelly, MM, 174
Kemp, M, 278
Klinefelter, G, 179
Kuntz-Harwick, B, 241

L
Lamb, C, 278
Leonard, DJ, 68

M
Manzi, SC, 266
Marshall, D, 8
Martich, D, 227
Matlin, CS, 174
McGowan, S, 141
McKenna, Y, 283

N
Nelson, M, 141
Ng, C, 141

O
O'Friel, JAB, 24
O'Shea, PK, 63
Ozcan, YA, 78

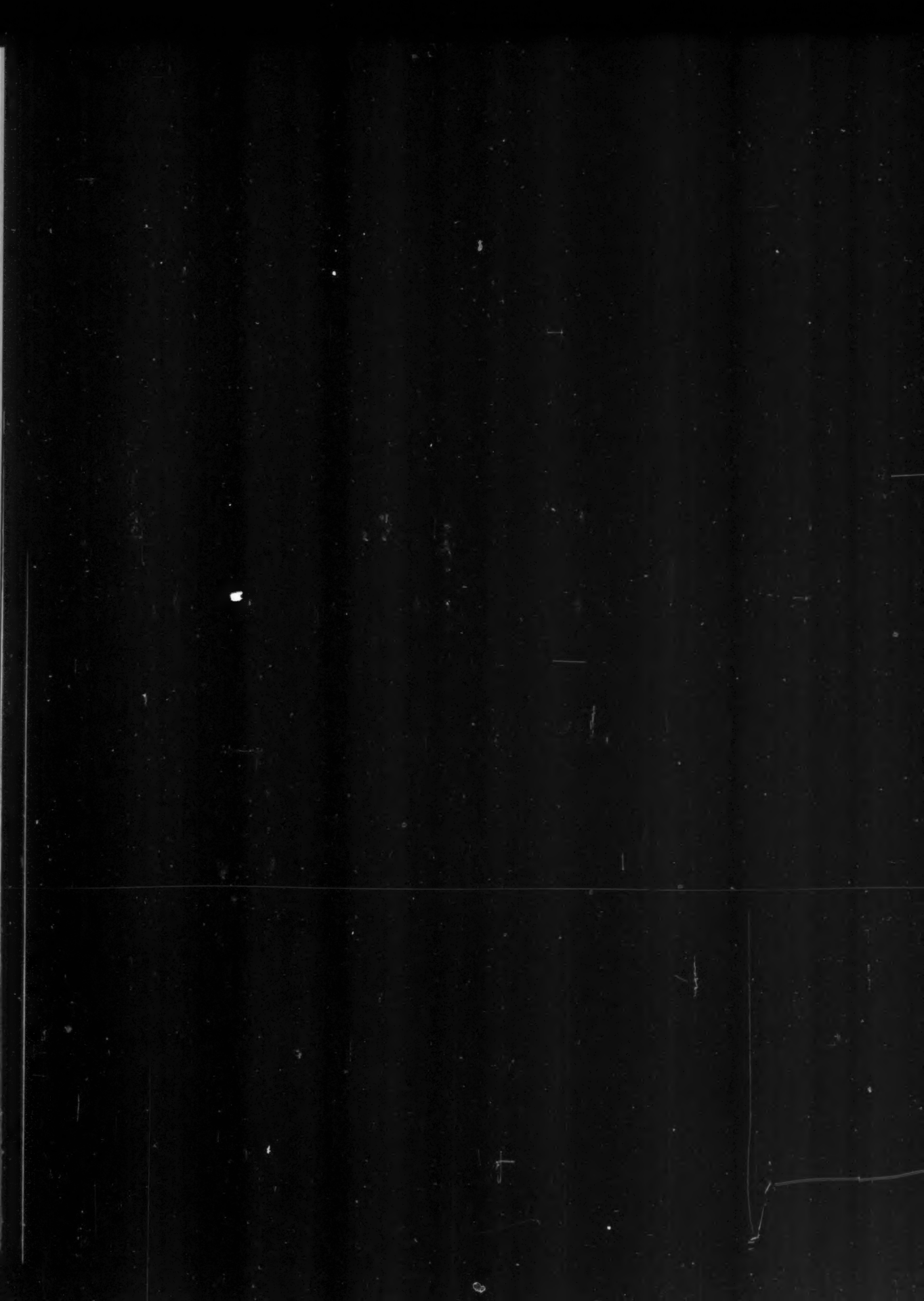
P
Printz, V, 218
Purnell, L, 223

R
Ringerman, E, 20
Robertson, J, 141
Rooda, L, 262

S
Schoenbeck, SL, 88
Schoessler, M, 8
Seago, JA, 283
Shukla, RK, 78
Smith, AE, 266
Smith, JN, 218
Snyder-Halpern, R, 14
Speers, AT, 274
Steward, P, 236
Summers, S, 35
Sumners, AD, 184
Suter, WN, 28

T
Tibbles, LR, 266
Todaro, A, 270

V
Ventura, MR, 136

W
Waddell, DL, 184
Weatherly, KS, 122
Wiggins, S, 193

Y
Young-Meyer, V, 230